

TITLE OF LESSON

American Literature Unit 2 Lesson 35– Website Layout
How can we present our research in the most effective way?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 11-12: R1.0-3, W1.0-5, 1.7, 2.0, 2.6, W/O1.0-2, L/S1.0, 1.4-8, 2.0, 2.3

MATERIALS

My Page – Student Page
Style Sheet – Student Page
Intro to Dreamweaver – Student Page
My Folk Groups – Student Page
Novel Evaluation Presentation Rubric – Student Page
One or two computers with Internet access (if possible)

LESSON OBJECTIVES

- To present a one minute novel evaluation
 - To choose a novel based on the novel evaluation presentations
 - To plan the Website Content using the graphic organizer
 - To review the Dreamweaver program
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) **Portfolio** – Return Essays, if you have finished grading them. Have students place Evaluation Essays in their portfolios, but tell them to keep Research Essays out for today’s work.
- 2) Homework Check – Stamp/initial all homework assignments.
- 3) **Daily Log** – Copy **Daily Log** below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			1. Book Talks 2. Read Around 3. Group Meetings: Plan Pages		1. Review Intro to Dreamweaver. 2. Fill out My Page for Subtopic Pages and any other pages you are responsible for. 3. Bring in any missing information for websites. 4. Choose new novels. 5. Study vocabulary.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Student Presentations – Randomly, call on students one at a time to present their one-minute novel evaluation presentations, **Book Talks**. Remind them that if they do not stand and give their presentation when you call on them, their presentation will be considered late and will be marked down accordingly. Remind students that they may use their notes to present, but they should not be reading off them the entire time. They should be looking at their audience. Tell the rest of the class that they should be listening closely in order to select their next book for Independent Reading. Tell them to take notes on each presentation. For each speaker, they must write down the title of the book, whether or not they would like to read the book themselves, and one thing the

speaker said that convinced them to read or not to read the book. Tell them that you will collect these sheets when the presentations are finished. Recommend also that the students watch the presentations closely in order to make decisions about how to present themselves. Time the presentations to make sure that they only last one minute. At the end of a minute, call time. Students must stop whether they have finished or not. And they should be graded accordingly. This will help to keep the pace quick and it will reinforce to students that the time limit is real. In other words, you do what you say you will do. Use the **Novel Evaluation Presentation Rubric** to grade students as they present.

2. **Group Meeting** – Remind students of the *Group Roles* they have chosen (see below). Tell students that today, they will make specific plans about the content of each page of the website. They have already made design decisions, and they have decided how to organize the website. For this discussion, they should bring out their graphic organizers and **Website Brainstorm** sheets, too. They should make sure to consult these as they accomplish the tasks listed below, as the sites will be evaluated in part according to how they adhered to their goals.
3. **Subtopic Page** – Tell students to bring out their Research Essays. Distribute the **My Page** handouts (2 per student). They will begin with a **Read Around**. Each student should staple one of the **My Page** handouts to their essay. Then have students pass their essays to the person sitting on their right. This person should read them, and make a note on the attached handout about which parts of the essay should go on the Subtopic Pages of the website. They should also select a small section (no more than two or three sentences) that could be the “hook” to the Subtopic Page from the Home Page. When they are done, have them pass it again to the right and read and make notes on the attached handout. Continue the process until each person’s essay has been read and commented on by each group member and the author’s own essay is returned. Then tell the authors to read the comments and ask any necessary questions of the group (especially if there are major disagreements about which parts to put on the website). Remind them to take notes. Give them twenty minutes to make the decisions about organization of content and hooks. At the end of twenty minutes, call time.
4. **Home Page** – Now the Home Page Editor needs to take out a **My Page** handout and write down the group’s decisions regarding hooks on the sheet, and ask any questions of the group that are necessary for achieving consensus about this. This is also a chance for the group to make any suggestions about other elements to place on the Home Page (illustrations, photos). Tell them to refer to the graphic organizer as they plan. The Home Page editor should take notes of these suggestions on the handout. Give them five minutes to discuss the Home Page, then call time.
5. **About Us Page** – Tell the students to bring out the **My Folk Group** sheets that they filled out earlier in the unit, when they were planning their reflective essays about their folk groups. Tell them that they will be using this information on the About Us page. The About Us editor will have to plan how to arrange the information for each group member and will need to write an explanation of how this folk research has related to their language research. This is also a chance for the group to make any suggestions about other elements to place on the About Us page (illustrations, photos). If possible, tell the groups to gather around the class computers and visit www.thinkquest.org and view the About Us page for various winners in the competition. They should observe the differences between the amount of information given on the various sites. Tell students to refer also to the graphic organizer as they plan. The About Us editor should take notes of suggestions on one of the **My Page** handouts, and collect the **My Folk Groups** sheets. If anyone does not have their **My Folk Groups** handout, they will be responsible for bringing it by tomorrow. Give them until five minutes before the end of the period to discuss this page, then call time.
6. **Citations Page** – Students should hand their source cards to the Citations Page editor. If there are any cards missing, students must create/bring them by tomorrow.
7. **Dreamweaver** – Distribute the page **Intro to Dreamweaver** (one per student). Remind students that they will be using Dreamweaver to create their websites. They have used it before, but may need a review. Tonight, for homework, they should review the Dreamweaver introduction and use it as they fill out the **My Page** sheets to continue planning their web page contents (both for the Subtopic Page and for any other page they are responsible for).

8. Review Homework –Remind students to bring all necessary items for creating websites tomorrow. Remind them also to meet in the computer lab tomorrow.
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HOMEWORK

- 1) Review Dreamweaver
 - 2) Fill out **My Page** for your subtopic page and any other page you are creating
 - 3) Bring in any missing information
 - 4) Choose new novels for Independent Reading. Bring to class tomorrow
 - 5) Study vocabulary
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GROUP ROLES

Home Page Editor – You are in charge of taking suggestions and writing notes about the home page for the website, which houses the explanation of the class theme and contains links to all of the other pages. It is your job to oversee your team and make sure that they are giving you the necessary information, so that you may write the hooks to the Subtopic pages. You are also in charge of facilitating the group meeting. It is not your job to come up with all of the content or all of the design elements for the website. You must help your group make these decisions. You are also responsible for giving suggestions for all other website pages.

Subtopic Editor – You are responsible for taking suggestions and writing notes about the subtopic pages on the website. It is your job to do the final edits for everyone’s Subtopic Page. You are also responsible for giving suggestions for all other website pages.

About Us Editor – You are responsible for taking suggestions and writing notes about the About Us page of the website. You are also responsible for making suggestions for all other website pages.

Citations Editor – You are responsible for taking suggestions and writing notes about the citations page of the website. You are also responsible for making suggestions for all other website pages.

DOCUMENTATION FOR PORTFOLIO

Unit 1

Project 1: A True Story
Evaluation Essay 1
Incident Poem
Essay 2
Essay 3: Satire
Final Project: Flash Dictionary Chapter
American Literature Unit 1 Final Exam

Unit 2

Essay 1: Reflective Essay
Essay 2: Novel Evaluation
Essay 3: Reflections on Folk Group
Flash Movie
Essay 4: Research Essay
Essay 5: Novel Evaluation